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ABSTRACT

A description and evaluation of the Elementary and Secondary Education Act Title I-funded programs for the state of Maryland are presented in this report. Programs concentrated on instruction in language arts (reading) for students with special educational needs in the first, second, and the third grades. Developmental reading readiness for children in kindergarten received some attention in 23 of the 24 Local Educational Agencies. Sixteen Local Educational Agencies included mathematics components in their regular term projects. Program objectives addressed the broad areas of improving basic academic skills in reading and mathematics, improving personal and social development, and alleviating the physical and health deficiencies which impede educational attainment. (Author/AM)

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ANNUAL EVALUATION REPORT
ON PROGRAMS FUNDED UNDER ESEA TITLE I
IN MARYLAND FOR FISCAL YEAR 1975

UD016705

Maryland State Department of Education
Division of Compensatory, Urban, and Supplementary Programs

May 1976

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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PREFACE

Fiscal Year 1975 was a kind of watershed in the history of Title I of the Elementary and Secondary Education Act. It was the end of ten years and, under new legislative authority, the beginning of a new era. The fundamental purpose as enunciated in the original Public Law 89-10 remained unchanged: to assist local education agencies (LEA's) with high concentrations of children from low-income families to meet "the special educational needs of educationally deprived children." The major changes in the law extending Title I--Public Law 93-380, or the Education Amendments of 1974--reflect primarily a strengthened emphasis on parent involvement and program evaluation.

This report is organized to provide maximum access to the data submitted by the LEA's in project applications and end-of-program evaluation reports. Salient information on the Fiscal Year 1975 Title I program in Maryland and the evaluation results are presented in the Highlights section at the beginning of the report. Chapter I contains descriptions and tables relating to the participants, the budgets, and the staffing of the program. Budgets are provided for LEA's and for the State according to account number and program component. Chapter II describes the procedures employed by the State Title I staff in administering the program in the State's 24 LEA's. Chapter III contains information on the involvement of parents and local agencies and organizations in the program.

Chapter IV is the heart of the report: narrative explanations and tables presenting the achievement results of the participants in the program. We believe that this report presents solid evidence of the educational efficacy of the Title I program in Maryland.

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HIGHLIGHTS

Administration and Finance

- Maryland received a Fiscal Year 1975 allocation of $26,786,951 under Title I of the Elementary and Secondary Education Act for the operation of programs for educationally disadvantaged students in schools having a high concentration of low-income families.

- The number of LEA's with school-level parent advisory councils increased from 18 in Fiscal Year 1974 to 24 (all LEA's) in Fiscal Year 1975.

- The administration of Title I by the State Education Agency continued to be marked by close contact between State regional specialists and local staff through frequent monitoring visits, communications, meetings, and workshops.

Participants and Services

- Supplementary programs of compensatory education supported by Title I funds served a total of 64,618 students in the State's 24 LEA's.

- More than 70 percent of the students served participated at the kindergarten through grade three levels.

- Instructional programs in developmental readiness, reading, and mathematics accounted for nearly 75 percent of all program funds.

- Title I programs in Maryland employed 2,417 teacher aides to reinforce the instruction of classroom teachers. Individual and small-group instruction by the aides was based on a diagnosis of the specific needs of each Title I pupil conducted by the classroom teacher with the assistance of reading specialists and resource teachers.

- More than 75 percent of the participants received some health services to enable them to benefit fully from the instructional program.

Reading Achievement Results

- The statewide average rates of growth for second- and third-grade children in ESEA Title I Programs for Fiscal Years 1974 and 1975 (Graph 1) continued to increase toward the State goal of 10 months per year as follows:

  Grade 2 - from a rate of growth of 8 months in 1974 to 9 months in 1975.

  Grade 3 - from a rate of growth of 7 months in 1974 to 9 months in 1975.

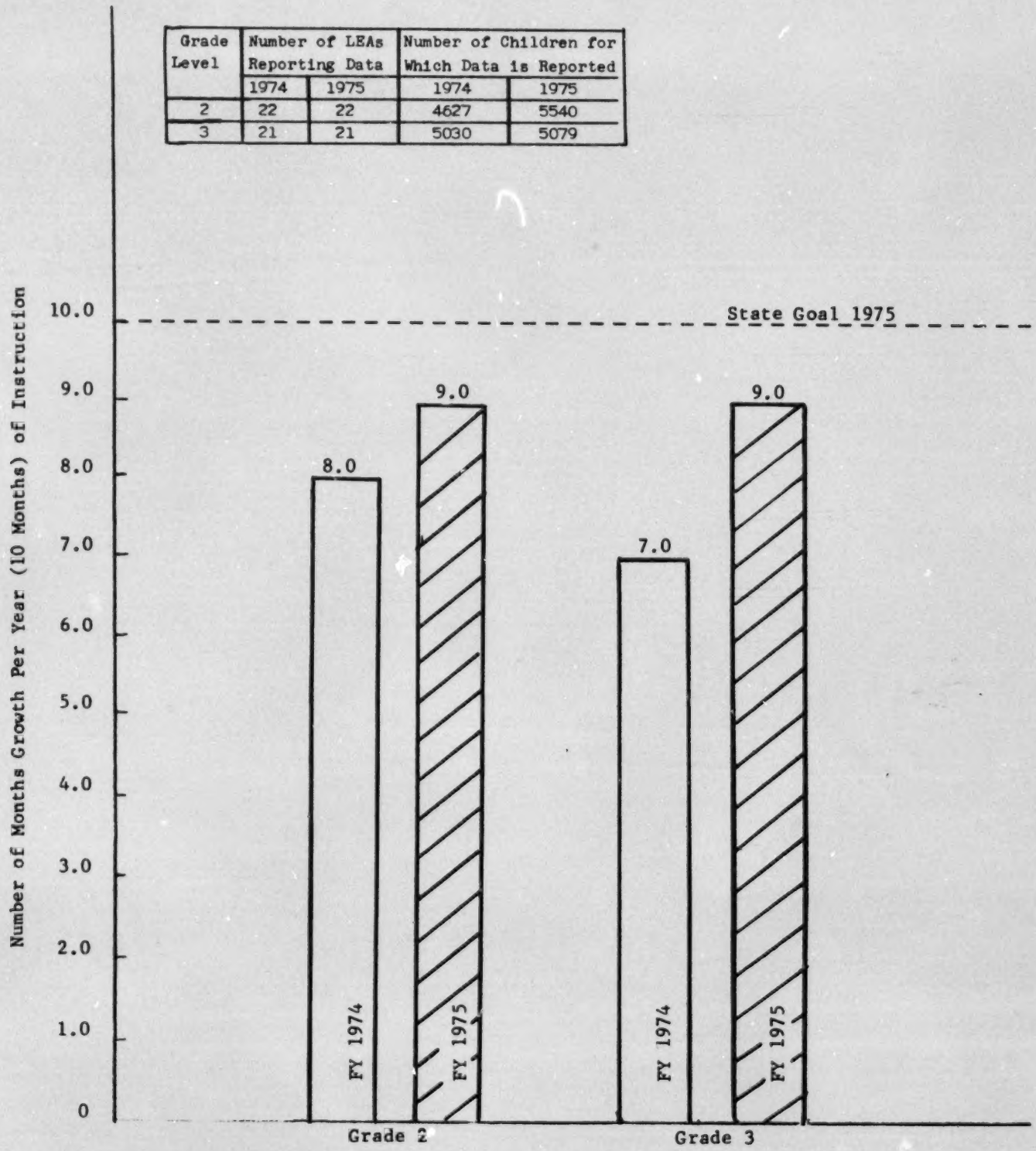
- The statewide average percentages of students tested who made 10 months growth per year of instruction during Fiscal Years 1974 and 1975 (Graph 2) have increased as follows:

  Grade 2 - from 32 percent in 1974 to 41 percent in 1975.

  Grade 3 - from 31 percent in 1974 to 42 percent in 1975.

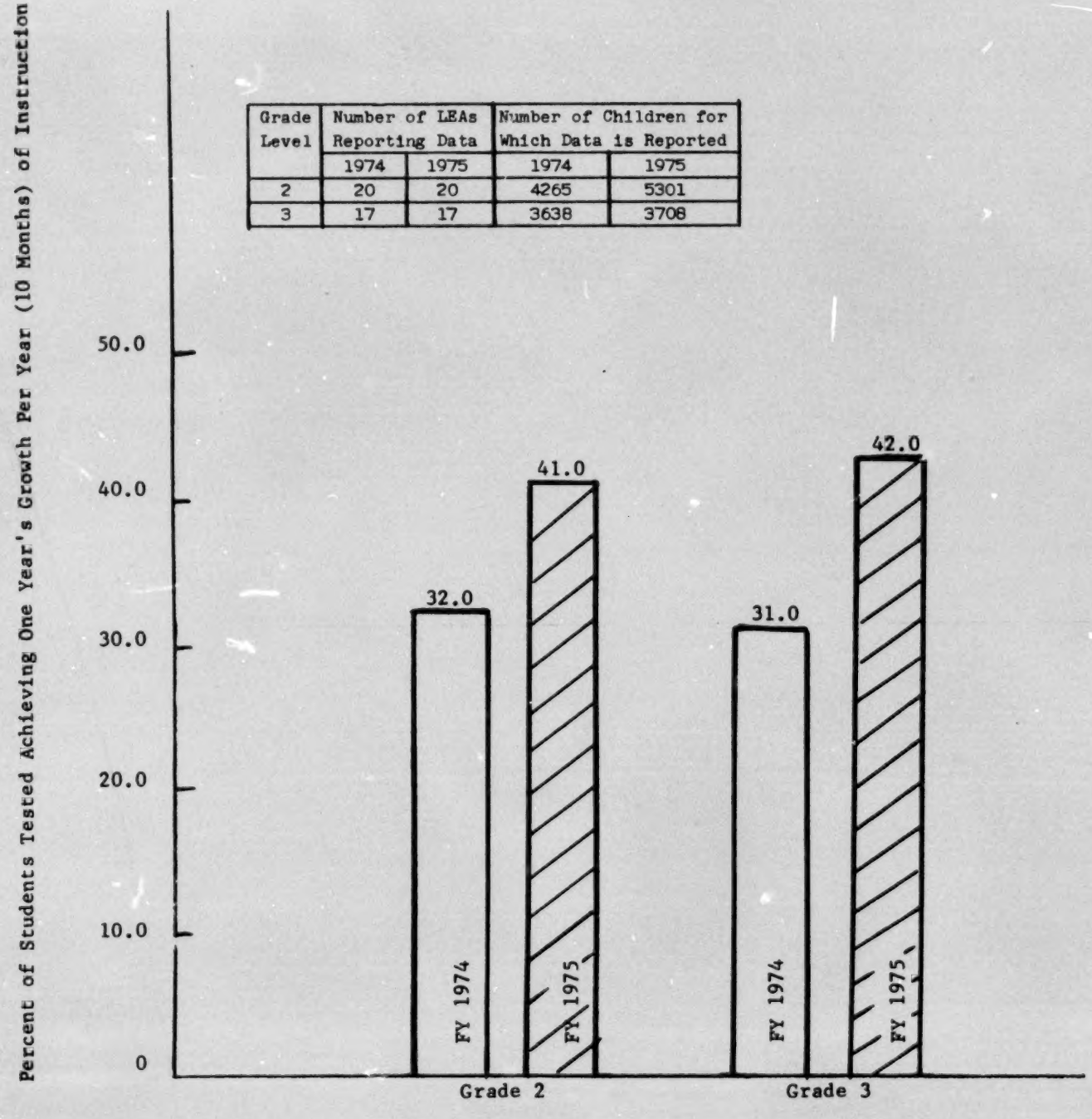
Graph 1. Statewide Average Rate of Growth of Children in ESEA, Title I Programs in Maryland for Fiscal Years 1974 and 1975 as Measured by Standardized Achievement Tests: Grades 2 and 3, Reading Comprehension

Grade Level	Number of LEAs Reporting Data		Number of Children for Which Data is Reported	
	1974	1975	1974	1975
2	22	22	4627	5540
3	21	21	5030	5079



Graph 2. Percent of Students Tested Achieving Ten Months' Growth Per Year (10 Months) of Instruction for Fiscal Years 1974 and 1975: Grades 2 and 3, Reading Comprehension

Grade Level	Number of LEAs Reporting Data		Number of Children for Which Data is Reported	
	1974	1975	1974	1975
2	20	20	4265	5301
3	17	17	3638	3708



I. PROGRAM DESCRIPTION

The Title I program in Maryland concentrated during Fiscal Year 1975 on instruction in language arts (reading) for students with special educational needs in the first, second, and third grades. Developmental readiness for children in kindergarten received somewhat less attention in 23 of the 24 LEA's. Sixteen LEA's included a mathematics component in their regular term projects.

Participants

Projects operated during the summer of 1974 and the 1974-75 school year served a total of 64,618 students in 320 public and 49 nonpublic schools. Of the total participants, 61,927 attended public schools and 2,691 attended nonpublic schools.

Table 1 gives the number of participants by grade level. Table 2 provides a breakdown of participants and allocations by LEA's.

Budgets

Instruction accounted for 74.4 percent of the approved Title I budgets in the State. Out of the $20,959,852 budgeted for instruction and evaluation, 71.2 percent supported language arts and 20.5 percent went for developmental readiness. Instruction in mathematics accounted for 4.6 percent of Title I funds for instruction. Sixteen LEA's had a mathematics component in their Title I projects.

Evaluation accounted for 3.7 percent of the total State program funds. Two LEA's -- Anne Arundel and Wicomico counties -- budgeted no Title I funds for evaluation. Out of the State total of $776,315 budgeted for evaluation, 79.4 percent was spent by Baltimore City. Budgets by account number and by program category are presented in Tables 3 and 4.

Staff

During the 1974-75 school year, 3,472.5 full-time equivalent staff members were employed to develop, implement, and evaluate the Title I projects. Staff assigned as teacher aides totaled 2,417.3, or 69.6 percent of all Title I staff. These aides worked in the classroom with Title I children individually and in small groups to reinforce the instruction of the teacher in the basic skills.

The distribution of teachers across the grade levels reflects the program emphasis on the primary level. Only Baltimore City included prekindergarten and kindergarten teachers. The Washington County project employed five prekindergarten teachers. One-third of the school systems employed elementary school teachers in their projects.

Table 5 is a breakdown of Title I project staff by 22 categories.

Supportive Services

Health services were provided as part of the Title I program by 21 of the 24 LEA's at a total cost of $665,519, according to Tables 3 and 6. Medical and dental care thus represent the largest area of supportive services. Table 6 gives the number of participants receiving supportive services by category.

Table 1. ESEA Title I Participants by Grade Level, Fiscal Year 1975*

Grade Level	Summer Term Only		Regular Term Only		Summer and Regular Term	
	Public	Nonpublic	Public	Nonpublic	Public	Nonpublic
Prek.		11	2,279			
K	639	38	8,994	322	765	
1	780	27	11,386	577	876	
2	886	21	11,889	633	946	
3	884	14	11,715	578	1,015	
4	483	13	6,538	361	667	
5		4	360	6		
6		12	151	9		
7		5				
8		5				
9		5				
10		19				
11		18				
12		5				
Ungraded			674	8		
Totals	3,672	197	53,986	2,494	4,269	

*Source: LEA evaluation reports.

Public:	61,927
Nonpublic:	2,691
Grand Total:	64,618

Table 2. Number of Title I Participants by Local Education Agency
Fiscal Year 1975

Local Unit	Number of Title I Participants						Allocations
	Summer Term Only		Regular School Term Only		Summer and Regular School Term		
	Public	Nonpublic	Public	Nonpublic	Public	Nonpublic	
Total State	3,672	197	53,986	2,494	4,269		$ 26,786,951.27
Allegany	-	-	752	54	-	-	535,726.52
Anne Arundel	-	-	2,565	88	-	-	1,319,930.08
Baltimore City	2,198	-	29,994	1,419	2,812	-	12,859,729.42
Baltimore	239	197	2,331	300	-	-	1,691,811.84
Calvert	-	-	445	30	-	-	328,940.25
Caroline	-	-	-	-	385	-	270,573.16
Carroll	-	-	1,168	3	-	-	318,100.65
Cecil	-	-	985	30	-	-	379,177.64
Charles	-	-	975	65	-	-	485,072.22
Dorchester	-	-	442	-	-	-	320,602.10
Frederick	-	-	666	52	-	-	475,483.34
Garrett	-	-	597	-	-	-	345,199.66
Harford	-	-	1,276	16	-	-	597,845.78
Howard	-	-	598	11	-	-	193,653.67
Kent	-	-	351	-	-	-	148,419.18
Montgomery	1,235	-	2,009	-	-	-	1,275,320.95
Prince George's	-	-	4,986	278	-	-	2,368,244.74
Queen Anne's	-	-	-	-	408	-	175,309.73
St. Mary's	-	-	946	90	-	-	538,644.87
Somerset	-	-	358	-	-	-	326,438.80
Talbot	-	-	309	12	-	-	242,640.34
Washington	-	-	1,603	46	-	-	714,788.42
Wicomico	-	-	630	-	-	-	558,447.99
Worcester	-	-	-	-	664	-	316,849.92

Table 3. Budget by Account Number - Fiscal Year 1975

Local Unit	Administration (100)	%	Instruction (200)	%	Attendance Services (300)	%	Health Services (400)	%	Transportation (500)	%
Total State	$ 1,718,509.23	7.2	$ 17,827,758.31	74.4	$ 556,955.00	2.3	$ 665,519.00	2.8	$ 109,600.00	.5
Allegany	17,130.00	4.0	340,070.00	80.7	--	--	--	--	2,500.00	.6
Anne Arundel	31,963.00	2.9	919,083.78	83.3	--	--	10,000.00	.9	3,767.00	.3
Baltimore City	1,336,734.00	10.0	9,502,903.00	71.7	25,500.00	.2	500,200.00	3.8	73,700.00	.5
Baltimore	44,500.00	4.0	959,652.00	71.7	--	--	6,000.00	.5	4,000.00	.4
Calvert	4,003.00	1.6	186,799.14	74.4	--	--	13,011.00	5.1	2,200.00	.9
Caroline	10,828.00	6.4	134,276.60	80.0	--	--	3,300.00	2.0	1,500.00	.9
Carroll	1,825.00	1.0	158,785.00	82.7	--	--	200.00	.1	--	--
Cecil	1,460.00	.5	231,671.63	85.2	--	--	8,800.00	3.2	3,613.00	1.3
Charles	4,950.00	1.0	434,013.64	89.6	--	--	2,000.00	.4	--	--
Dorchester	8,055.23	2.4	174,003.00	52.0	11,060.00	3.3	12,400.00	3.7	--	--
Frederick	28,456.00	9.0	250,452.00	79.7	--	--	1,000.00	.3	--	--
Garrett	24,000.00	12.9	132,041.52	71.0	--	--	12,000.00	6.5	--	--
Harford	29,100.00	7.8	288,125.00	76.7	--	--	--	--	--	--
Howard	19,712.00	15.0	94,594.00	72.1	--	--	2,000.00	1.5	600.00	.5
Kent	200.00	.2	90,100.00	89.1	--	--	--	--	--	--
Montgomery	51,138.00	5.1	803,420.00	80.4	18,986.00	1.9	4,000.00	.4	--	--
Prince George's	--	--	1,800,254.00	70.0	430,400.00	16.8	30,000.00	1.2	--	--
Queen Anne's	16,150.00	11.7	81,326.00	59.0	17,950.00	13.0	600.00	.4	--	--
St. Mary's	27,059.00	8.7	239,759.00	77.0	--	--	9,865.00	3.2	5,220.00	1.7
Somerset	7,850.00	3.7	159,651.00	74.3	7,059.00	3.3	11,137.00	5.2	--	--
Talbot	17,946.00	11.0	123,610.00	75.8	--	--	6,043.00	3.7	500.00	.3
Washington	28,850.00	6.8	273,025.00	64.8	46,000.00	10.9	10,000.00	2.4	8,500.00	2.0
Wicomico	3,000.00	.9	267,590.00	82.0	--	--	13,150.00	4.0	3,500.00	1.1
Worcester	3,600.00	1.7	182,553.00	84.3	--	--	9,813.00	4.5	--	--

Table 3. Budget by Account Number - Fiscal Year 1975 (Continued)

Local Unit	Operation of Plant (600)	%	Maintenance of Plant (700)	%	Fixed Charges (800)	%	Food Services (900)	%	Student Body Activities (1000)	%
Total State	$ 5,193.42	.02	$ 75,544.00	.3	$2,750,458.15	11.5	$ 57,090.00	.2	$ 19,032.00	.07
Allegany	1,200.00	.3	2,000.00	.5	58,755.00	13.9	--	--	--	--
Anne Arundel	--	--	4,000.00	.4	126,561.03	11.5	1,000.00	.1	--	--
Baltimore City	--	--	43,800.00	.3	1,634,441.00	12.3	50,040.00	.4	--	--
Baltimore	--	--	--	--	86,542.00	7.8	850.00	.1	--	--
Calvert	200.00	.1	6,880.00	2.7	20,150.00	8.0	--	--	--	--
Caroline	125.00	.1	300.00	.2	15,260.00	9.1	--	--	--	--
Carroll	--	--	--	--	22,000.00	11.5	--	--	300.00	.2
Cecil	50.00	.02	350.00	.1	25,085.00	9.2	--	--	400.00	.1
Charles	--	--	--	--	41,740.00	8.6	--	--	--	--
Dorchester	--	--	--	--	34,195.46	11.1	--	--	--	--
Frederick	--	--	--	--	32,950.00	10.5	--	--	--	--
Garrett	--	--	--	--	16,700.00	9.0	--	--	--	--
Harford	--	--	--	--	39,638.00	10.6	--	--	1,000.00	.3
Howard	--	--	--	--	9,198.44	7.0	--	--	2,000.00	1.5
Kent	168.42	.2	--	--	10,454.58	10.3	--	--	--	--
Montgomery	--	--	--	--	120,337.00	12.1	--	--	--	--
Prince George's	--	--	--	--	288,443.00	11.2	--	--	11,000.00	.4
Queen Anne's	--	--	--	--	20,099.00	14.6	--	--	200.00	.1
St. Mary's	450.00	.1	500.00	.2	27,508.20	8.8	--	--	--	--
Somerset	--	--	--	--	24,177.44	11.3	200.00	.1	3,832.00	1.8
Talbot	--	--	150.00	.1	14,163.00	8.7	--	--	300.00	.2
Washington	3,000.00	.7	3,000.00	.7	44,000.00	10.4	5,000.00	1.2	--	--
Wicomico	--	--	--	--	38,060.00	11.7	--	--	--	--
Worcester	--	--	14,564.00	6.7	--	--	--	--	--	--

Table 3. Budget by Account - Fiscal Year 1975 (Continued)

Local Unit	Community Services (1100)	%	Sites (1210)	%	Buildings (1220)	%	Remodeling (1222)	%	Equipment Instruction (1230)	%	Other	%
Total State	$ 74,690.00	.3	--	--	--	--	--	--	$ 109,598.00	.5	$ 2,252.00	.01
Allegany	--	--	--	--	--	--	--	--	--	--	--	--
Anne Arundel	6,500.00	.6	--	--	--	--	--	--	--	--	--	--
Baltimore City	28,000.00	.2	--	--	--	--	--	--	50,000.00	.4	--	--
Baltimore	600.00	.05	--	--	--	--	--	--	15,000.00	1.4	--	--
Calvert	13,600.00	5.4	--	--	--	--	--	--	4,117.00	1.6	--	--
Caroline	300.00	.2	--	--	--	--	--	--	2,000.00	1.1	--	--
Carroll	8,970.00	4.7	--	--	--	--	--	--	--	--	--	--
Cecil	400.00	.1	--	--	--	--	--	--	--	--	--	--
Charles	1,500.00	.3	--	--	--	--	--	--	--	--	--	--
Dorchester	9,520.00	2.8	--	--	--	--	--	--	--	--	--	--
Frederick	1,500.00	.5	--	--	--	--	--	--	--	--	--	--
Garrett	--	--	--	--	--	--	--	--	1,000.00	.5	--	--
Harford	--	--	--	--	--	--	--	--	17,550.00	4.7	--	--
Howard	200.00	.2	--	--	--	--	--	--	2,750.00	2.1	--	--
Kent	100.00	.1	--	--	--	--	--	--	--	--	--	--
Montgomery	--	--	--	--	--	--	--	--	1,205.00	.1	--	--
Prince George's	--	--	--	--	--	--	--	--	9,000.00	.4	--	--
Queen Anne's	450.00	.3	--	--	--	--	--	--	1,076.00	.8	--	--
St. Mary's	1,000.00	.3	--	--	--	--	--	--	--	--	--	--
Somerset	900.00	.4	--	--	--	--	--	--	--	--	--	--
Talbot	450.00	.3	--	--	--	--	--	--	--	--	--	--
Washington	--	--	--	--	--	--	--	--	--	--	--	--
Wicomico	700.00	.2	--	--	--	--	--	--	--	--	--	--
Worcester	--	--	--	--	--	--	--	--	5,900.00	2.7	--	--

Table 4. Budget by Program Category - Fiscal Year 1975

Local Unit	Developmental Readiness	%	Language Arts	%	Mathematics	%	Evaluation	%
Total State	$ 4,312,306.51	20.6	$ 14,930,841.73	71.2	$ 956,752.93	4.5	$ 776,314.64	3.7
Allegany	104,300.00	30.7	121,330.00	35.7	98,000.00	28.9	16,000.00	4.7
Anne Arundel	333,500.00	36.5	580,263.00	63.5	--	--	--	--
Baltimore City	2,077,332.00	16.1	10,105,340.00	78.5	81,200.00	.6	616,363.00	4.8
Baltimore	148,025.00	16.2	740,929.00	81.1	--	--	25,000.00	2.7
Calvert	9,869.00	4.9	93,500.00	46.6	95,367.00	47.5	1,900.00	.9
Caroline	17,500.00	12.2	68,100.00	47.4	57,600.00	40.1	400.00	.3
Carroll	59,544.00	34.6	111,406.00	64.8	--	--	1,100.00	.6
Cecil	43,633.00	19.7	130,896.00	59.2	43,633.00	9.7	3,053.00	1.4
Charles	72,977.00	18.0	222,175.00	54.2	104,450.00	25.5	9,600.64	2.3
Dorchester	24,540.00	10.8	201,378.00	88.9	--	--	550.00	.2
Frederick	63,316.00	27.5	129,637.00	56.4	35,912.00	15.6	1,000.00	.4
Garrett	41,840.00	32.7	52,900.00	41.3	31,700.00	24.7	1,700.00	1.3
Harford	65,215.00	19.6	233,578.00	70.2	31,582.00	9.4	2,300.00	.7
Howard	21,550.00	29.5	25,650.00	35.2	23,944.00	32.8	1,800.00	2.5
Kent	14,335.00	21.0	28,670.00	42.0	14,335.00	21.0	10,939.00	16.0
Montgomery	138,652.00	19.0	563,864.00	77.4	--	--	25,906.00	3.6
Prince George's	825,304.00	49.7	793,115.00	47.8	--	--	41,097.00	2.5
Queen Anne's	1,063.00	1.4	42,076.00	53.8	34,891.00	44.6	206.00	.3
St. Mary's	32,500.00	11.9	240,000.00	87.6	--	--	1,500.00	.5
Somerset	17,365.00	11.4	75,642.00	49.7	58,914.00	38.7	400.00	.2
Talbot	32,138.00	25.9	91,462.00	73.8	--	--	300.00	.2
Washington	104,000.00	38.2	76,987.00	28.3	76,988.00	28.3	13,950.00	5.1
Wicomico	32,358.51	13.2	128,943.73	52.6	83,837.93	34.2	--	--
Worcester	31,450.00	18.2	73,000.00	42.3	67,034.00	38.8	1,250.00	.7

Table 5. Staff (full-time equivalent) - Fiscal Year 1975

Local Unit	Teachers					Teacher Aide	Librarian	Librarian Aide	Super-vision	Direction and Management (Admin.)	Counseling
	Prek.	K	Elem.	Secon.	Handi-capped						
Total State	89.0	12.0	189.5	8.0	93.0	2,417.3	27.4	78.0	42.1	32.1	.5
Allegany	--	--	--	--	--	46.0	--	--	1.0	.5	--
Anne Arundel	--	--	24.0	--	--	119.3	1.0	--	--	1.5	--
Baltimore City	84.0	12.0	143.0	2.0	92.0	1,160.0	26.4	78.0	17.5	12.0	.5
Baltimore	--	--	--	--	1.0	88.0	--	--	--	1.0	--
Calvert	--	--	4.0	--	--	25.0	--	--	.8	--	--
Caroline	--	--	--	--	--	26.0	--	--	--	.5	--
Carroll	--	--	2.0	--	--	30.5	--	--	--	1.0	--
Cecil	--	--	1.5	--	--	37.0	--	--	--	.5	--
Charles	--	--	--	--	--	55.0	--	--	--	1.0	--
Dorchester	--	--	--	--	--	53.0	--	--	--	.3	--
Frederick	--	--	3.5	--	--	40.0	--	--	--	1.0	--
Garrett	--	--	--	--	--	25.0	--	--	1.5	1.0	--
Harford	--	--	--	--	--	75.0	--	--	--	1.0	--
Howard	--	--	--	--	--	22.0	--	--	1.0	--	--
Kent	--	--	--	--	--	13.0	--	--	--	1.0	--
Montgomery	--	--	11.0	--	--	92.5	--	--	--	1.0	--
Prince George's	--	--	--	--	--	268.0	--	--	18.0	4.0	--
Queen Anne's	--	--	.5	--	--	20.0	--	--	--	.5	--
St. Mary's	--	--	--	6.0	--	40.0	--	--	--	1.0	--
Somerset	--	--	--	--	--	35.0	--	--	1.0	1.0	--
Talbot	--	--	--	--	--	30.0	--	--	--	.5	--
Washington	5.0	--	--	--	--	50.0	--	--	1.3	.9	--
Wicomico	--	--	--	--	--	31.0	--	--	--	--	--
Worcester	--	--	--	--	--	36.0	--	--	--	1.0	--

Table 5. Staff - Fiscal Year 1975 (Continued)

Local Unit	Psycho-logical	Testing	Social Work	Atten-dance	Nurse	Phys. Ed.	Dentist	Dental Hygiene	Clerical	Community/ Parent Aides	Other*
Total State	7.7	2.1	12.5	1.6	34.3	.3	4.5	5.7	48.7	187.5	170.8
Allegany	--	--	--	--	--	--	--	--	1.8	4.0	.0
Anne Arundel	--	--	--	--	--	--	--	--	--	--	--
Baltimore City	4.0	.1	--	--	23.8	.3	4.5	5.7	19.0	121.0	113.0
Baltimore	--	--	--	--	--	--	--	--	1.0	19.5	10.0
Calvert	--	--	--	--	1.0	--	--	--	--	3.0	1.2
Caroline	--	--	--	--	--	--	--	--	1.0	2.0	1.0
Carroll	--	--	--	--	--	--	--	--	.2	--	.8
Cecil	--	--	--	--	1.0	--	--	--	.6	1.0	.5
Charles	--	.5	--	--	--	--	--	--	1.0	--	5.0
Dorchester	--	--	2.0	--	2.0	--	--	--	.4	1.0	--
Frederick	--	--	1.0	--	--	--	--	--	2.0	--	--
Garrett	--	--	1.0	--	2.0	--	--	--	1.0	2.0	--
Harford	--	--	--	--	--	--	--	--	2.0	--	.3
Howard	--	--	--	--	--	--	--	--	1.0	--	--
Kent	.8	--	--	--	--	--	--	--	1.5	--	1.0
Montgomery	--	1.0	--	1.0	--	--	--	--	3.0	--	2.0
Prince George's	2.0	--	7.0	--	--	--	--	--	5.0	19.0	14.0
Queen Anne's	.3	--	.5	--	--	--	--	--	1.0	--	--
St. Mary's	--	--	--	.6	--	--	--	--	2.0	8.0	2.0
Somerset	--	--	1.0	--	1.0	--	--	--	1.0	--	--
Talbot	--	--	--	--	.5	--	--	--	1.2	--	2.0
Washington	.6	.5	--	--	--	--	--	--	2.0	7.0	1.0
Wicomico	--	--	--	--	2.0	--	--	--	--	--	7.0
Worcester	--	--	--	--	1.0	--	--	--	1.0	--	3.0

*Includes specialists in research, speech, ESOL, curriculum, etc.

Table 6. Supportive Services - Fiscal Year 1975 - Number of Participants

Local Unit	Attendance	Clothing	Food	Guidance Counseling	Health		Library	Psychological	Social Work	Therapy	Transportation	Services for Handicapped	Other
					Dental	Medical							
Total State	6,194	3,344	37,650	3,881	12,614	36,442	40,947	1,956	4,381	4,959	44,752	7,832	35,315
Allegany	--	12	460	--	450	977	977	140	275	280	977	--	--
Anne Arundel	--	--	600	--	900	--	--	--	--	--	--	--	--
Baltimore City	--	386	30,569	--	5,404	30,569	30,569	--	--	2,500	30,569	7,500	30,509
Baltimore	--	94	420	--	350	300	--	--	--	--	2,230	--	--
Calvert	309	75	134	15	151	45	309	309	--	33	309	--	--
Caroline	25	100	350	30	50	100	350	--	25	25	330	--	--
Carroll	641	14	263	150	23	16	641	641	200	601	--	--	50
Cecil	1,025	60	298	1,025	130	1,025	1,025	50	300	113	1,025	--	1,025
Charles	935	49	675	935	20	9	935	50	320	295	935	--	--
Dorchester	50	10	400	700	700	700	700	150	300	145	700	70	700
Frederick	--	42	20	5	40	40	638	--	638	--	--	--	--
Garrett	--	127	489	--	116	188	489	--	--	61	--	--	--
Harford	--	--	--	277	--	--	--	--	--	--	--	--	327
Howard	--	22	156	--	42	38	324	12	--	33	112	--	324
Kent	282	9	994	--	30	15	282	80	--	72	--	--	--
Montgomery	125	--	--	--	300	100	--	--	--	--	--	--	--
Prince George's	--	2,035	1,350	--	2,250	750	--	270	1,350	--	5,140	--	--
Queen Anne's	494	34	--	494	494	494	494	59	494	30	494	68	--
St. Mary's	--	20	--	--	30	12	906	--	--	--	--	--	19
Somerset	479	20	10	--	70	50	479	--	479	150	--	34	--
Talbot	298	20	100	--	--	150	298	--	--	40	300	--	60
Washington	--	190	100	--	300	100	--	--	--	--	100	--	--
Wicomico	767	25	--	250	--	--	767	75	--	75	767	160	2,301
Worcester	764	--	262	--	764	764	764	120	--	206	764	--	--

II. STATE ADMINISTRATION

The State administration of Title I during Fiscal Year 1975 was conducted by eight staff members paid out of Title I administration funds. Of these eight staff members, the Assistant State Superintendent for the Division of Compensatory, Urban, and Supplementary Programs devoted a third of his time to Title I and an Assistant Director of the Division devoted all of his time to the administration of Title I, but the State paid one-third of his salary. These staff members represented the equivalent of seven full-time staff members, with one of these involved primarily in the administration of Title I programs in State institutions for neglected or delinquent children. Four staff members served as Title I specialists in four regions of the State: Region I (Western Maryland), Region II (Southern Maryland), Region III (Baltimore City and three surrounding counties), and Region IV (Eastern Shore). One staff member worked full-time in Title I evaluation and one worked full-time as a Title I auditor.

The State Title I staff rendered administrative services and technical assistance to the local projects through six methods:

1. Project application development and reviews
2. Project monitoring
3. On-site reviews
4. Meetings with project coordinators
5. Communications by letter and telephone
6. Inservice workshops

Applications for summer projects were reviewed during the last week of June 1974; the school-year project applications were reviewed during early July 1974. The review team for each project consisted of the eight State Department of Education staff members paid out of Title I funds and Department specialists

in reading, human relations, and special education; a representative of the State Department of Health and Mental Hygiene; a local Title I coordinator; and a Title I parent.

Two meetings were held during the year to acquaint all project coordinators with new regulations proposed by the U. S. Office of Education to implement Public Law 93-380 as well as to inform the coordinators about projected allocations for the current and succeeding fiscal year. Other topics discussed included such areas as needs assessment, evaluation, parent involvement, the use of aides, individualized instruction, comparability, and financial management. In addition to these statewide meetings, each Title I regional specialist conducted several meetings in his region involving coordinators, project staff, and parents.

During Fiscal Year 1975, at least eight monitoring visits were made by the regional specialists to each LEA. These four regional specialists visited approximately a third of the 369 Title I schools in Maryland.

The State Title I staff conducted the formal on-site reviews and monitoring visits primarily for three purposes:

1. To determine the extent to which project operation is consistent with the project application, the federal regulations, and good educational practice.
2. To identify those activities and techniques which show promise for strengthening programs of compensatory education in other schools and school systems.
3. To identify areas in which technical assistance may be needed.

These formal on-site visits by State teams comprising an average of 14 staff specialists were made to five LEA Title I programs during the year.

These visits ranged from two days to four days in duration and included approximately 60 Title I schools.

Each on-site visit began with a briefing and project overview by the LEA staff. Three-member teams then visited representative public and nonpublic schools, where they observed the Title I classes and discussed all elements of the project with the principal, resource teachers, teachers, aides, students, and parents. Building-level exit conferences focused on specific strengths and weaknesses of the project as it was being implemented in the school. Following the school visits, the members of the visiting team met to discuss and record observations--commendations and recommendations--in the areas assigned specifically to different team members: attendance areas, participants and services, instructional activities, staffing and staff development, supportive services, evaluation, nonpublic schools, parent involvement, dissemination, financial management, and comparability. A report on findings in these areas was presented orally to the local superintendent and his staff at an exit conference. A written report was sent to the superintendent and the Title I coordinator. Follow-up to this report was provided by the regional specialist, who met with local staff to discuss the project in light of the formal on-site review findings. Steps taken to correct deficiencies observed during on-site and monitoring visits were taken into consideration in the review of projects for Fiscal Year 1976.

Table 7 is a compilation of the major areas of technical assistance by the State Title I staff and the number of LEA's receiving assistance in each area.

Table 7. SEA Technical Assistance to LEA's During Fiscal Year 1975

A. Administration and Finance	No. of LEA's
1. Maintenance of current data on the selection of target schools	12
2. Development and use of uniform criteria for identifying participants	6
3. Development of a balanced program of supportive services in which Title I funds are used only when other funds are not available	4
4. Operation of a program in the nonpublic schools that is comparable to the public school program	5
5. Training of principals, teachers, and aides in evaluation procedures, test interpretation, and data analysis	9
6. Development of improved needs assessment and evaluation procedures that include the nonpublic schools	2
7. Improvement of the dissemination of new Title I regulations and program objectives to school staff and parents	21
8. Improvement of public dissemination of Title I goals and activities	17
9. Development of procedures for identifying and disseminating effective instructional activities	8
10. Maintenance of comparability records in such a manner that they can be readily reviewed	12
11. Development of better controls of Title I inventory	3

Table 7. SEA Technical Assistance to LEA's During Fiscal Year 1975

B. Program	No. of LEA's
1. Maintenance of records on the diagnosed needs and prescribed instructional activities for each participant	13
2. Development of a sequential curriculum	11
3. Strengthening of the continuity between the kindergarten program and the program in the primary grades	10
4. Development of a mathematics component	20
5. Strengthening of the team approach to instruction by involving teachers and aides in staff development and planning	4
6. Development of classroom procedures that ensure the most effective utilization of Title I aides	7
7. Training of aides to enable them to work skillfully in the areas of reading and mathematics	6
8. Improvement in the involvement of parents in project development, implementation, and evaluation.	9
9. Establishment of active parent advisory councils at each Title I school	10
10. Development of a constitution and by-laws for each parent advisory council	4
11. Development and implementation of effective home reinforcement activities for parents	12

III. COMMUNITY INVOLVEMENT

Cooperation with Other Community Agencies

The cooperation between LEA's in Maryland and other agencies relative to Title I continued to increase during Fiscal Year 1975. Generally, the LEA's received more services from health departments and religious organizations and, to a lesser degree, from civic groups.

Table 8 provides a summary of the number of LEA's reporting cooperation with health, social service, civic, and religious agencies and the services obtained from them during Fiscal Year 1972, 1973, 1974, and 1975. Local school systems reported obtaining more services in 1975 compared to 1974 in nine of the 16 categories listed.

Parent Involvement

Title I was amended on August 21, 1974, by P.L. 93-380 to include a major new requirement under Section 141.(a) that each LEA establish school-level parent advisory councils in addition to the districtwide council:

> Sec. 141.(a) A local educational agency may receive a grant under this title for any fiscal year only upon application therefor approved by the appropriate State educational agency, upon its determination (consistent with such basic criteria as the Commissioner may establish)-
>
> (14) that the local educational agency shall establish an advisory council for the entire school district and shall establish an advisory council for each school of such agency served by a program or project assisted under section 143(a)(2), each of which advisory councils-
>
> (A) has as a majority of its members parents of the children to be served,
> (B) is composed of members selected by the parents in each school attendance area,
> (C) has been given responsibility by such agency for advising it in the planning for, and the implementation and evaluation of, such programs and projects, and
> (D) is provided by such agency, in accordance with regulations of the Commissioner, with access to appropriate information concerning such programs and projects.

During Fiscal Year 1975, all 24 LEA's established advisory councils at the participating schools. This was the most significant area of increased parent involvement, as indicated in the summary data for Fiscal Years 1971 through 1975 reported in Table 9. Table 10 gives a breakdown by LEA of this same data.

Table 8. Number of LEA's Reporting Cooperation with Other Local and Community Agencies for Fiscal Years 1972, 1973, 1974, and 1975

Agencies	Number of LEA's				Change 1974-75
	1972	1973	1974	1975	
Health Department					
Examinations for diagnosis of physical deficiencies	22	23	22	23	+1
Immunization shots	17	19	17	19	+2
Dental services	12	11	14	16	+2
Medical and/or dental personnel for the Title I program	15	15	18	18	--
Liaison services between home and school concerning health problems	17	21	22	21	-1
Department of Social Services					
Confirmation of family welfare status for coordination of Title I services	20	16	17	15	-2
Medical and welfare assistance to Title I families	16	18	18	19	+1
Civic Groups					
Community resource persons to discuss current problems of Title I families	11	9	8	11	+3
Selected services such as provision of glasses to Title I participants by charity clubs and organizations	20	20	21	19	-2
Food and/or clothing, supplied by charity organizations	18	20	21	21	--
Dissemination services concerning goals and operations of Title I program	13	11	10	12	+2
Meeting places for Title I parents for socials or discussion sessions	8	7	9	10	+1
Religious Organizations					
Meeting places for socials or planning sessions	5	7	7	7	--
Food and/or clothing for Title I children	9	11	11	14	+3
Monetary contributions for food or other emergency services	6	3	3	6	+3
Baby-sitting services to Title I families	2	2	2	2	--

Table 9. Summary of Parent Involvement Activities during Fiscal Years 1971, 1972, 1973, 1974, and 1975

Types of Activities Involving Parents	Number of LEA's Reporting				
	1971	1972	1973	1974	1975
Classroom visits by parents	22	24	24	24	23
Program planning conferences	16	21	23	19	19
Regularly scheduled school meetings	16	17	15	18	20
Individual school advisory committees	16	20	19	18	24
Social activities	16	14	17	18	16
Employment as aides in classroom	23	21	20	22	23
Use as volunteer aides	17	17	20	22	21
Home visits by school personnel	18	23	20	18	18
Other	13	10	10	12	11

Table 10. Number of LEA's Reporting Parent Involvement Activities during the Fiscal Year 1975 ESEA Title I Program

Local Unit	Classroom Visits by Parents	Program Planning Conference	Regularly Scheduled School Meetings	Individual School Advisory Committees	Social Activities	Employment as Aides in the Classroom	Use as Volunteer Aides	Home Visits by School Personnel	Other	Total Number of Activities Involving Parents
Allegany	x	x	x	x	x	x	x	x	x	9
Anne Arundel	x	x	x	x	x	x	x	x	x	9
Balto. City	x	x	x	x	x	x	x	x	x	9
Baltimore	x	x	x	x		x	x			6
Calvert	x	x	x	x		x	x			6
Caroline	x	x	x	x	x		x	x		7
Carroll	x	x	x	x	x	x	x	x	x	9
Cecil	x	x	x	x	x	x	x	x		8
Charles	x	x	x	x	x	x	x	x		8
Dorchester	x		x	x	x	x		x		6
Frederick	x	x	x	x		x	x	x		7
Garrett	x	x	x	x	x	x	x	x		8
Harford	x		x	x		x	x			5
Howard	x		x	x	x	x	x		x	7
Kent	x			x		x	x			4
Montgomery	x	x	x	x		x	x	x		7
Pr. George's	x	x	x	x	x	x	x	x	x	9
Queen Anne's	x	x	x	x	x	x	x	x	x	9
St. Mary's	x	x	x	x		x	x	x	x	8
Somerset	x	x	x	x	x	x	x	x		8
Talbot	x	x		x	x	x		x	x	7
Washington	x	x		x	x	x	x	x	x	8
Wicomico	x		x	x		x	x	x		6
Worcester		x		x		x			x	4

IV. PROJECT OBJECTIVES AND EVALUATION

Evaluation and assessment are necessary components of any properly conceived educational program. Educators must evaluate the merits of their instructional activities: that is, they must systematically assemble evidence from tests and other assessment devices which will permit others to judge the worth of their educational efforts. As evaluation is the basis for improving instruction this information and procedures for securing it must be the concern of parents, boards of education, state and federal offices, and legislators as well as teachers, building administrators, and local central office staff.

Evaluation is, according to federal regulations, a required component of the Title I program. Using the appropriate objective measures of educational achievement, LEA's evaluate at least annually the effectiveness of their Title I programs in meeting the special educational needs of their Title I children.

In accord with federal regulations, each LEA is required to plan and provide for an annual assessment of its Title I program. The Title I evaluation plan of each LEA is established in the Title I program application giving the schools an idea of what is expected with regard to the evaluation of the program. When the instructional activities of the program are completed, the results of the local evaluation are compiled and submitted each year to the Maryland State Department of Education. The Department has developed a standard evaluation format to be used by LEA's in reporting their end-of-program descriptive information.

This standard evaluation format requests specific Title I program information such as the number of students involved, the grade span of participants, objectives of the program, and pre- and post-test data for every participant. Evaluators are asked to specify the degree to which objectives

are reached, what conclusions could be drawn, and what recommendations they have for modifications of future program activities as based on the current year's evaluation data.

Although a standard reporting form is used for local Title I reporting, no uniform evaluation design as such has been stipulated in every grade by the State for local use. LEA's have the option of choosing the standardized test instruments for use in their Title I evaluation. However, the State Education Agency recommends that the LEA's use comparable forms of standardized test battery chosen for their program.

A. Project Objectives

For an evaluation to be effective on any level, the reporting and data collection must be directed toward the goals and objectives of the program. Conclusions must be drawn in light of the desired outcomes of the program.

As Title I provides special educational services for children who are significantly below grade level in achievement, it is necessary to identify those children eligible for the Title I program. The use of a standardized achievement test is required to determine educational deprivation. However, the process does not end with the assessment of educational deprivation but continues with the preparation of meaningful instructional objectives to meet those assessed priority needs of educationally deprived children. The preparation of adequate objectives is an integral part of the planning procedures of each Title I program in Maryland. These objectives are derived from and reflect the needs which the Title I activities are designed to alleviate. These goals also complement the State reading goals.

As part of the annual Title I program application form, and again in the end-of-program annual evaluation report, each local education agency is required to list its major program objectives in clear measurable terms,

specifying the types and the amount of change to occur as the result of Title I program activities. During Fiscal Year 1975, as in previous years, each LEA had the option of formulating its own specific Title I program objectives to meet the critical educational needs determined for the Title I children in that school system. Although specific objectives varied somewhat, program objectives generally fell into the broad areas of improving basic academic skills in reading and mathematics, improving personal and social development, and alleviating the physical and health deficiencies which impeded educational attainment.

The most frequently reported objectives for the ESEA Title I programs operating during Fiscal Year 1975 are listed as follows:

1. For the Summer Term 1974:
   - -To improve the scores for reading and other communication skills one or two months through an individualized instructional program.
   - -To improve the kindergarten children's reading readiness scores so that they will have the skills necessary to succeed in reading.
   - -To improve basic mathematics scores for participating children two months for the two months in the program.
2. For the Regular School Term 1974-75:
   - -To improve reading scores for participating children one year (10 months) during 10 months of instruction.

-To improve the kindergarten children's reading readiness scores so that they will have the skills necessary to succeed in reading.

-To improve the mathematics scores for participating children one year (10 months) during 10 months of instruction.

-To improve the self-image of the children so that they will have a stronger feeling of personal worth and a feeling that they are persons who can learn and can succeed in the school situation.

-To improve the children's attitude toward school and reading and to increase their motivation to learn.

-To improve the health and physical deficiencies of the children in order that their ability to succeed in the school situation may be improved.

Objectives were written for other areas only when improvement in those areas was considered a part of, or necessary for, the development of basic skills.

B. Impact of ESEA Title I Programs

An anticipated average rate of growth of one year for a year of instruction in the basic skill areas is the statewide goal for Maryland Title I participants. In many cases, these children will make significantly

more than the national expectancy of one year's growth per year of instruction; while on the other hand, the cultural, economic, and educational deprivation of children will hamper educational growth despite the efforts made through Title I to overcome those problems. Growth on an average of one year does become substantial when one considers the achievement of the average economically and educationally deprived child prior to the intensive instruction and services provided through Title I.

Prior to Title I, the greatest gain expected of disadvantaged children was less than five months in one year (10 months) of school. However, currently, sizable proportions of Title I children in Maryland are achieving at least eight months' growth. A smaller but still significant percentage is achieving at or above the national norm of 10 months per year.

Although a year's growth in achievement is significant for the educationally deprived child, it is anticipated that future instructional activities will be so structured under Title I as to facilitate an average growth of more than a year by Title I students in order that they might begin to come closer to the norm of achievement in the later elementary grades.

Information obtained from the evaluation reports submitted by the LEA's in Maryland provides positive evidence concerning the success of compensatory educational programs conducted during Fiscal Year 1975. Some of the available information confirming the beneficial effects of Title I programs in Maryland is summarized briefly in the following sections.

1. Test Data: Public School Participants

This section includes data tables which summarize the reading readiness and reading comprehension results of the Title I program participants. These data were derived from an analysis of scores from the standardized tests administered by local systems to the Title I program children.

As yet, no single test has been mandated statewide for the testing of all Title I children although the Iowa Test of Basic Skills was used in the Maryland Accountability program for testing in all schools at the end of grades three, five, seven, nine, and eleven.

Thus, data on reading presented for Title I students represent scores from the following standardized test instruments:

Gates - MacGinitie Reading Test

Iowa Tests of Basic Skills Test

Metropolitan Achievement Test

Peabody Picture Vocabulary Test

Pre-School Inventory

Stanford Achievement Test

The most frequently used test among these was the Metropolitan Achievement Test, which was administered in kindergarten through grade three by more than 50 percent of the LEA's.

Table 11 provides an interpretive phrase describing the post-test level of performance in reading readiness for the kindergarten children. Also, since the scores of the majority of tests administered in kindergarten could not be converted to grade equivalent scores, the average or mean stanine score is provided for this summary of readiness scores.

Tables 12 through 14 provide by LEA the rate of growth in reading per year (10 months) of instruction for children in grades one through three. Each of these tables also includes

information on the number of children in the program, the number of children pre- and post-tested, the name of the test administered, and the average pre- and post-test grade scores of the Title I children.

The rate of growth which appears in the right-hand column of each of these tables is obtained by dividing the difference in the grade equivalent scores by the number of months of participation in the Title I program between testings. For purposes of interpretation this growth rate derives its significance in determining program success when it is compared to the average rate of seven months for 10 instructional months, which was the previously mentioned rate cited for disadvantaged children.

For example, Table 13 shows that in Anne Arundel County the group of Title I children in grade two gained 10 months' growth in reading comprehension for a year (10 months) of instruction as determined by scores on the Metropolitan Achievement Test. This rate of growth indicates that the Title I program was successful for these children when compared to the rate of growth (five months) generally obtained by disadvantaged children without such supplementary educational services. In light of the fact that 99 percent of the Title I program participants are represented in the Anne Arundel County test population for which results were compiled, this rate of growth indicates a high level of success for the program during Fiscal Year 1975.

Another aspect to note in reviewing data in Table 13 is the range of growth rates and the mean statewide rate of growth. The range was six to 12 months' growth per year (10 months) in the categories of growth rates as follows;

10 or more months for five (22 percent) of the LEA's; eight to nine months for 14 (61 percent) of the LEA's; and six to seven months for four (17 percent) of the LEA's. The mean Statewide rate of growth in reading comprehension for the second grade Title I youngsters was nine months for a 10 months instructional period.

2. Test Data: Nonpublic School Participants

During Fiscal Year 1975, 15 LEA's provided Title I instructional services to nonpublic school children which represented an increase of two LEA's over last year. Of these 15 LEA's, nine supplied standardized achievement data on the nonpublic school Title I program participants. The data submitted by these nine LEA's are summarized in Tables 15, 16, and 17.

As may be observed, some LEA's reported that children in grades one, two, and three made good progress of eight months or more per year (10 months) in reading achievement during Fiscal Year 1975.

Table 11. Standardized Test Results for Public School Participants in the Fiscal Year 1975 ESEA Title I Program:

Kindergarten, Reading Readiness

Local Unit	Total Number of Participants in Program	Number of Pupils Tested		Test Administered	Post-test Mean (Stanine Equivalent*)	Post-test Mean Rating of Performance
		Pre-test	Post-test			
Allegany	56	-	-	--	**	-
Anne Arundel	474	-	474	Metropolitan Readiness	5	Satisfactory
Baltimore City	4,266	-	-	--	-	+
Baltimore	534	442	442	Gates MacGinitie Readiness	4	Satisfactory
Calvert	81	81	81	Stanford Early School Achievement	3	Low
Caroline	95	77	77	Stanford Early School Achievement	5	Satisfactory
Carroll	196	-	-	--	**	-
Cecil	0	-	-	--	-	-
Charles	175	-	-	--	**	-
Dorchester	45	38	38	Pre-School Inventory	5	Satisfactory
Frederick	123	-	-	--	**	-
Garrett	170		170	Metropolitan - Primer	6	Satisfactory
Harford	286	-	171	Metropolitan Readiness	4	Satisfactory
Howard	120	-	119	Metropolitan Readiness	5	Satisfactory
Kent	53	-	53	Metropolitan Readiness	6	Satisfactory
Montgomery	353	353	353	Peabody Picture Vocabulary	5	Satisfactory
Prince George's	1029	816	816	School Readiness Test	4	Satisfactory
Queen Anne's	90	45	43	Metropolitan Readiness	5	Satisfactory
St. Mary's	208	-	195	Stanford Early School Achievement	4	Satisfactory
Somerset	69	64	66	Pre-School Inventory	5	Satisfactory
Talbot	99	91	91	PREP Readiness	5	Satisfactory
Washington	226	194	194	Stanford Early School Achievement	4	Satisfactory
Wicomico	135	-	135	Metropolitan Readiness	5	Satisfactory
Worcester	130	-	-	--	**	-

* Stanine Scores 4, 5, and 6 represent average performance.
** No standardized test administered to Title I kindergarten children this year.
\+ No standardized test data provided.

Table 12. Standardized Test Results for Public School Participants in the Fiscal Year 1975 ESEA Title I Program:

Grade 1, Reading Comprehension

Local Unit	Total Number of Participants in Program	Number of Pupils Tested		Test Administered	Post-Test Grade Equivalent Mean		Rate of Growth Per Year (10 Mos.)
		Pre-test	Post-test		Post-test	Stanine* Equivalent	
Allegany	163	163	163	Metropolitan Achievement Test	1.7	5	10
Anne Arundel	620	620	620	Metropolitan Achievement Test	1.51	4	10
Baltimore City	5,152	3,221	3,221	Cognitive Abilities Test	**	3	++
Baltimore	624	622	622	Gates MacGinitie	1.60	4	10
Calvert	104	104	104	Iowa Tests of Basic Skills	1.60	4	10
Caroline	88	74	74	Metropolitan Achievement Test	1.70	5	10
Carroll	325	302	302	Gates MacGinitie	1.60	4	10
Cecil	376	376	376	Metropolitan Achievement Test	1.70	5	10
Charles	235	167	221	Metropolitan Achievement Test	1.60	4	10
Dorchester	172	126	126	Metropolitan Readiness	**	6	10
Frederick	223	---	190	Metropolitan Achievement Test	1.50	4	+
Garrett	134	134	134	Metropolitan Achievement Test	1.70	5	10
Harford	294	---	293	Metropolitan Achievement Test	1.70	5	+
Howard	205	135	135	Metropolitan Achievement Test	1.60	4	10
Kent	99	28	28	Metropolitan Achievement Test	1.70	5	10
Montgomery	416	416	416	Stanford Early School Achievement	1.60	5	10
Prince George's	1,378	1,071	1,071	Metropolitan Achievement Test	1.60	4	10
Queen Anne's	90	90	86	Metropolitan Readiness Test	**	6	10
St. Mary's	239	237	237	Stanford Early School Achievement	1.50	4	9
Somerset	108	95	107	Metropolitan Readiness	**	6	10
Talbot	108	101	101	Stanford Early School Achievement	1.60	5	11
Washington	242	117	117	Stanford Early School Achievement	1.50	4	10
Wicomico	169	153	153	Metropolitan Achievement Test	1.80	5	10
Worcester	164	59	59	Metropolitan Achievement Test	1.98	6	10

* Stanine scores 4, 5, and 6 represent average performance.

** No grade equivalent score for post-test.

\+ No standardized pre-test data provided.

++ No grade equivalent score conversion or growth rate interpretation for results from test used.

Table 13. Standardized Test Results for Public School Participants in the Fiscal Year 1975 ESEA Title I Program:

Grade 2, Reading Comprehension

Local Unit	Total Number of Participants in Program	Number of Pupils in Sample		Test Administered	Grade Equivalent Mean		Rate of Growth Per Year (10 Mos.)
		Pre-test	Post-test		Pre-test	Post-test	
Allegany	156	155	155	Metropolitan	1.60	2.30	8
Anne Arundel	780	771	771	Metropolitan	1.40	2.20	10
Baltimore City	5,567	3,767	3,767	Cognitive Abilities Test	-	-	*
Baltimore	610	610	610	Gates MacGinitie	1.60	2.20	8
Calvert	135	126	126	Iowa Tests of Basic Skills	1.55	1.82	8
Caroline	94	78	78	Metropolitan	1.70	2.30	8
Carroll	366	334	334	Gates MacGinitie	1.55	2.34	9
Cecil	309	309	309	Metropolitan	1.50	2.30	9
Charles	280	247	247	Metropolitan	1.60	2.30	8
Dorchester	85	71	71	Stanford	1.50	2.00	6
Frederick	185	129	129	Metropolitan	1.50	2.30	9
Garrett	133	119	119	Metropolitan	1.50	2.30	9
Harford	372	199	199	Metropolitan	1.70	2.50	9
Howard	273	192	192	Metropolitan	1.80	2.40	12
Kent	79	31	31	Metropolitan	1.60	2.60	11
Montgomery	438	438	438	Stanford	1.50	2.20	12
Prince George's	1,242	1,046	1,046	Metropolitan	1.50	2.10	8
Queen Anne's	82	78	78	Metropolitan	1.70	2.30	8
St. Mary's	239	209	209	Stanford	1.60	2.00	7
Somerset	92	87	87	Metropolitan	1.66	2.60	12
Talbot	102	94	94	Stanford	2.10	2.50	6
Washington	292	243	243	Iowa Tests of Basic Skills	1.60	2.20	7
Wicomico	165	47	47	Metropolitan	1.65	2.43	9
Worcester	180	170	170	Metropolitan	1.60	2.30	9

*No grade equivalent score conversions for pre- or post-test results.

Table 14. Standardized Test Results for Public School Participants in the Fiscal Year 1975 ESEA Title I Program:

Grade 3, Reading Comprehension

Local Unit	Total Number of Partici-pants in Program	Number of Pupils in Sample		Test Administered	Grade Equivalent Mean		Rate of Growth Per Year (10 Mos.)
		Pre-test	Post-test		Pre-test	Post-test	
Allegany	135	135	135	Iowa Tests of Basic Skills	2.20	2.90	8
Anne Arundel	691	681	681	Metropolitan	1.89	2.60	9
Baltimore City	5,923	4,275	4,275	Iowa Tests of Basic Skills	-	2.60	*
Baltimore	563	526	526	Iowa Tests of Basic Skills	2.10	2.90	9
Calvert	136	136	136	Iowa Tests of Basic Skills	1.90	2.37	13
Caroline	108	98	98	Metropolitan	2.30	2.90	8
Carroll	281	265	265	Gates MacGinitie	1.94	2.64	8
Cecil	300	300	300	Metropolitan	2.10	2.74	7
Charles	285	262	262	Metropolitan	2.10	2.80	8
Dorchester	140	81	81	Iowa Tests of Basic Skills	1.92	2.54	9
Frederick	135	82	82	Iowa Tests of Basic Skills	1.81	2.60	9
Garrett	160	151	151	Metropolitan	2.10	2.80	8
Harford	324	197	197	Metropolitan	2.40	3.10	8
Howard	0	-	-	-	-	-	-
Kent	87	42	42	Metropolitan	2.30	3.30	11
Montgomery	435	435	435	Stanford	2.10	2.64	9
Prince George's	1,337	885	885	Iowa Tests of Basic Skills	1.92	2.61	9
Queen Anne's	98	96	96	Metropolitan	2.10	2.60	7
St. Mary's	260	220	220	Stanford	1.90	2.40	8
Somerset	89	59	59	Metropolitan	2.30	3.23	12
Talbot	0	-	-	-	-	-	-
Washington	273	223	223	Iowa Tests of Basic Skills	2.00	2.80	9
Wicomico	161	47	47	Metropolitan	1.90	2.50	7
Worcester	190	158	158	Iowa Tests of Basic Skills	2.35	2.91	8

*No grade equivalent score conversion for pre-test results.

Table 15. Standardized Test Results for Nonpublic School Participants in the Fiscal Year 1975--ESEA Title I Program:

Grade 1, Reading Comprehension

Local Unit	Total Number of Participants in Program	Number of Pupils in Sample		Test Administered	Grade Equivalent Mean		Rate of Growth Per Year (10 Mos.)
		Pre-test	Post-test		Pre-test	Post-test	
Allegany	13	13	13	Metropolitan	.8	1.8	10
Anne Arundel	18	18	18	Metropolitan	.8	1.8	10
Baltimore City	251	-	-	-	-	-	**
Baltimore	80	38	38	Gates MacGinitie	.9	1.7	10
Calvert	9	-	-	-	-	-	**
Caroline	0	-	-	-	-	-	-
Carroll	1	-	-	-	-	-	**
Cecil	9	9	9	Metropolitan	.8	1.8	11
Charles	22	12	12	Metropolitan	.8	1.6	10
Dorchester	0	-	-	-	-	-	-
Frederick	19	-	17	Metropolitan	*	1.8	*
Garrett	0	-	-	-	-	-	-
Harford	7	-	-	-	-	-	**
Howard	6	-	-	-	-	-	**
Kent	0	-	-	-	-	-	-
Montgomery	0	-	-	-	-	-	-
Prince George's	74	65	65	Metropolitan	.8	1.8	12
Queen Anne's	0	-	-	-	-	-	-
St. Mary's	39	-	-	-	-	-	**
Somerset	0	-	-	-	-	-	-
Talbot	2	-	-	-	-	-	**
Washington	7	-	-	-	-	-	**
Wicomico	0	-	-	-	-	-	-
Worcester	0	-	-	-	-	-	-

*Post-test results supplied only in grade equivalent score.
**No standardized test data provided.

Table 16. Standardized Test Results for Nonpublic School Participants in the Fiscal Year 1975--ESEA Title I Program:

Grade 2, Reading Comprehension

Local Unit	Total Number of Participants in Program	Number of Pupils in Sample		Test Administered	Grade Equivalent Mean		Rate of Growth Per Year (10 Mos.)
		Pre-test	Post-test		Pre-test	Post-test	
Allegany	17	-	-	-	-	-	*
Anne Arundel	34	33	33	Metropolitan	2.4	3.2	11
Baltimore City	312	-	-	-	-	-	*
Baltimore	75	71	71	Gates-MacGinitie	1.5	2.2	9
Calvert	11	-	-	-	-	-	*
Caroline	0	-	-	-	-	-	-
Carroll	2	-	-	-	-	-	*
Cecil	9	9	9	Metropolitan	1.7	2.8	11
Charles	19	5	5	Metropolitan	1.8	2.3	5
Dorchester	0	-	-	-	-	-	-
Frederick	12	9	9	Metropolitan	1.6	2.1	5
Garrett	0	-	-	-	-	-	-
Harford	6	-	-	-	-	-	*
Howard	5	-	-	-	-	-	*
Kent	0	-	-	-	-	-	-
Montgomery	0	-	-	-	-	-	-
Prince George's	83	80	80	Metropolitan	1.8	2.6	10
Queen Anne's	0	-	-	-	-	-	-
St. Mary's	28	29	29	Stanford	1.8	2.3	8
Somerset	0	-	-	-	-	-	-
Talbot	10	-	-	-	-	-	*
Washington	2	-	-	-	-	-	*
Wicomico	0	-	-	-	-	-	-
Worcester	0	-	-	-	-	-	-

*No standardized test data provided.

Table 17. Standardized Test Results for Nonpublic School Participants in the Fiscal Year 1975-ESEA Title I Program:

Grade 3, Reading Comprehension

Local Unit	Total Number of Partici-pants in Program	Number of Pupils in Sample		Test Administered	Grade Equivalent Mean		Rate of Growth Per Year (10 Mos.)
		Pre-test	Post-test		Pre-test	Post-test	
Allegany	14	8	8	Iowa Tests of Basic Skills	2.6	3.2	7
Anne Arundel	27	27	27	Metropolitan	3.2	3.4	3
Baltimore City	284	-	-	-	-	-	*
Baltimore	70	57	57	Gates-MacGinitie	2.2	2.7	6
Calvert	10	-	-	-	-	-	*
Caroline	0	-	-	-	-	-	-
Carroll	0	-	-	-	-	-	-
Cecil	12	12	12	Metropolitan	2.3	3.1	8
Charles	24	7	7	Metropolitan	2.5	3.5	10
Dorchester	0	-	-	-	-	-	-
Frederick	21	-	-	-	-	-	*
Garrett	0	-	-	-	-	-	-
Harford	3	-	-	-	-	-	*
Howard	0	-	-	-	-	-	-
Kent	0	-	-	-	-	-	-
Montgomery	0	-	-	-	-	-	-
Prince George's	74	64	64	Metropolitan	2.3	2.9	8
Queen Anne's	0	-	-	-	-	-	-
St. Mary's	23	23	23	Stanford	2.1	2.5	7
Somerset	0	-	-	-	-	-	-
Talbot	0	-	-	-	-	-	-
Washington	7	5	5	Iowa Tests of Basic Skills	3.1	3.6	6
Wicomico	0	-	-	-	-	-	-
Worcester	0	-	-	-	-	-	-

*No standardized test data provided.